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ABSTRACT

Organizational effectiveness must rely above all else on the development and interaction of human beings within the organization's context. This basic premise set the stage for a joint research project on institutions of higher education which was completed in 1971. The researchers examined institutions from the perspective of members of administrative councils, faculty senates, and student governments. These subgroups' and institutions' organization dynamics (i.e. goal focus, communication adequacy, power equalization, cohesiveness, morale, resource utilization, innovativeness, adaptation, autonomy, and problem-solving adequacy) were found to be contingent on factors of human interaction and development as perceived by those interviewed. Qualities of human development (i.e. autonomy, self-knowledge, values, allocentricism, interpersonal skills, etc.) exhibited by organizational members were closely related to the degree of organizational effectiveness observed. This program will elaborate on these research activities and share more recent work on use of the concepts. Administrators concerned with the question of organizational development in the context of human development will be given some guidelines of self-study, consultation, and educational development models. (Author)

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HOPE FOR THE FUTURE: ORGANIZATIONAL DEVELOPMENT THROUGH HUMAN DEVELOPMENT

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Members, leaders and advisors of a variety of organizations within colleges and universities need to better understand their organizations. When this understanding is achieved, the whole institution will take on new meanings. These statements rely on an important premise formulated by Abraham Lincoln, "If we could first know where we are and whither we are tending, we could then better judge what to do and how to do it." In other words, understanding usually leads to more effective coping behavior. That which follows is an attempt to develop better understanding and thus effective action in regard to organizations and the human beings who comprise them.

Understanding the dynamics of organizations and institutions within the context of human development may lead to more effective action on the part of administrators, counselors, behavioral scientists and others whose titles imply a certain knowledge and skill in human relations. A member's increased effectiveness may achieve a better understanding of roles, styles of communication and the like. Expanded effectiveness on the part of an advisor or counselor may render better facilitation of the growth and development of human beings and organizations because human interaction is perceived and understood from a new and different perspective. Administrators may also be more effective when they are capable of understanding and thus

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dealing with the intra- and inter-relationships at play in the system and its numerous parts for which they are responsible.

The value of human and organizational development has been illustrated on a variety of fronts since the mid-1900s. Although numerous effective organizations and institutions existed prior to that time, it is since mid-century that conscious efforts have been made to systematically develop effective and fully functioning organizations, again from the base point or assumption that such organizations go hand-in-hand with effective and fully functioning human beings.

Some of the pioneers of this approach such as Kurt Lewin, Leland P. Bradford, and Muzafer and Carolyn Sherif, were behavioral and social scientists who were also interested in the practical implementation of their theories. Eventually these early theorists and their disciples gave birth to several organizations whose primary purpose was to study and facilitate the development of organizations, per se. One such organization is the National Training Laboratories. When the leaders of NTL and other groups of similar purpose were able to convince members of business, industry and government that their respective organizations were in need of revitalization and development -- the proponents of organizational development were on their way. Over the last quarter of a century business, industry and government have apparently become increasingly committed to expanding their organizational effectiveness via human development, as is evidenced in the growth of organizational development activities. Xerox, Humble Oil, Bell Telephone and NTL, for example, conduct workshops, plan retreats, provide and train consultants, and generally work to help the corporate organization improve its human potential.

It is interesting to note that this concern for organizational development outside of higher education was perhaps born as a result of some accidental cross fertilization of a group of behavioral scientists who were based in what we generally label as institutions of higher education. This breakthrough, later labeled O.D. or organizational development, like so many others spearheaded by colleges and university personnel did not find fertile ground in institutions of higher education and thus, its proponents were forced to go elsewhere in order to see their ideas realized. If higher education itself could benefit from the work of its members as much as society at large has, then, higher education would not be in some of the precarious and questionable positions in which we find it today. It has been said by Chickering, one of higher education's current critics and a spokesman for the human development approach that, "The principle shortcoming of American higher education is not uncritical acceptance of or slavish adherence to the lastest 'truth' demonstrated by the scientific establishment: it is the nearly universal neglect of such information and active resistance or rejection when it is introduced."[1]

Organizational development has proven itself as a viable and necessary part of the functioning of many an organization outside the realm of higher education. What then of institutions of higher education? Is not higher education a big business? Are similar concepts and theories applicable? Did not the original concepts emerge from persons who were previously familiar with higher educational institutions as organizations?

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1. Arthur Chickering, Education and Identity, 1971, p. 339.

As composites of interacting human beings, organizations must be seen as dependent upon the development of their members. The theory of organizational effectiveness relies on this premise and also takes into consideration that "an adequate theory of human behavior in organizations will have to take account of instrumental, motivational, attitudinal, and rational aspects of human behavior."[2] Human development within the context of organizations has two potential outcomes: (1) more effective organizations and (2) greater satisfaction of organizational members.

When an organization chooses people for membership, selective criteria are generally utilized. Credentials such as academic degrees, professional affiliations, and publications are some of the criteria employed in the selection process. Experience records may be another kind of selective standard. But no matter how carefully organizational members are selected, they still come to an organization as "raw material" or "professional potential." It is the development of that potential within the organizational context, for the benefit of both the organization and the individual, that is the focus of this article.

To provide a base of understanding of the research leading to this concept of organizational development through human development, pertinent aspects of two studies completed in the spring of 1971 are discussed. The

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2. James C. March and Herbert A. Simon, Organizations (New York: John Wiley and Sons, 1967), p. 6.

conceptual basis of organizational health developed by Matthew B. Miles was utilized in both of these studies.[3] The participants in the research were members of Faculty Senate, Administrative Council and Student Government in four small colleges -- two public[4] and two private.[5] Members of these subgroup organizations were asked to give their preceptions of the state of organizational health within each of their own organizations as well as within their institutions. This data was utilized in conjunction with selected documents from the subgroup organizations and the institutional organizations to describe and compare organizations both on the subgroup and institutional levels.

One important aspect of the organizational health theory in relation to higher educational organizations is that the properties essential to a "healthy" organization are so interrelated that they all must exist on an optimal level for an organization to be "healthy." Though Miles called his theory organizational health, in these studies his conceptual framework was applied to the description of organizational dynamics. The decision to discuss dynamics was made primarily because Miles used the term "health" to describe an ideal state. The phenomena of organizational dynamics as

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3. Matthew B. Miles, "Planned Change and Organizational Health: Figure and Ground", paper read at the Seminar on Change Processes in Public Schools, October 14-16, 1964, Eugene, Oregon, pp. 11-17.

4. Linda Sue Hartsock, Organizational Dynamics in Selected Public Institutions of Higher Education (University Park, Pennsylvania: Pennsylvania State University, 1971).

5. Martha Agnes Burns, Organizational Dynamics in Two Selected Sectarian Colleges (University Park, Pennsylvania: Pennsylvania State University 1971).

discussed in these studies represents a description and analysis of the organizational processes directed toward the ideal state described by Miles. In these studies, we added still a further dimension in assuming that the subgroup organizations effect not only organizational issues but the human concerns of their members as well.

The organizational dynamics conceptual framework falls into three broad categories - task accomplishment, organizational committment and growth and change (see diagram). Task accomplishment consists of the organizational properties of goal focus, communication adequacy and power equalization. When viewed from the organizational and human development perspectives, these properties provide some interesting insights. Clear cut, well understood and appropriate goals are necessary for an organization to develop. Adequate communication, necessary information and information channels are essential for organizational development potential to be realized. Collaborative interdependent utilization of power, based on competence and harmony, make organizational development more likely to occur. Though these three properties which comprise the task accomplishment category are clearly related to organizational development, they also rely heavily on the human development of organizational members. Without development of human committment to goals, skills in communication and information utilization, awareness of responsibility, collaborative behavior and self evaluation of competence, to name just a few, none of these organizational development goals can be met.

The second broad category is organizational committment. It is composed of the properties of resource utilization, cohesiveness and morale. The human resources of most organizations are individuals with different

...ions, dispositions and capabilities. In order to utilize these resources in positive ways within an organization, human development is necessary. The characteristics of cohesiveness, such as attraction of new and old members to the organization and the influence of members on each other, are also human developmental concerns. Sharing the pleasures of organizational involvement, or high morale, is also a product of the development of an individual's ability to accept and share one's self with others. The close relationship of human development to properties in this organizational committment category does not preclude the fact that the following aspects of organizational development are also critical to interest in and the further development of an organization: availability of human talents, accomplishment of tasks, contributions to further development of the organization, perpetuation of the organization which would be impossible without the attraction of new members and satisfaction with the organization.

Growth and change is the third category in the conceptual framework, which consists of innovativeness, autonomy, adaptation and problem-solving adequacy. These four properties clearly include both organizational development and human development characteristics. Innovativeness is relied upon for relevance, foresight and planning of the organization and yet, an organization's innovativeness can obviously only be as great as that of its members. Members who are assisted through a human development strategy to accept the value of new procedures, goals and outputs and who are rewarded for their contributions to the innovative process within their organizations are an important factor of organizational innovativeness.

The property of autonomy is an organizational development idea if viewed as an organization transacting with other organizations while

maintaining its independence. However, the idea of autonomy is human development oriented when one considers the delicate personal issues involved in intergroup relationships necessary in such organizational transactions. Much of the same can be said for the property of adaptation. For an organization to withstand stress, yet change in response to new demands, it must have members who have developed their coping skills and who are personally secure enough to accept change as a positive concept.

The last property in the growth and change category is problem-solving adequacy. The organizational developmental aspects are obvious. A series of processes must be utilized for adequate long- and short-range problem resolutions. Organizationally, the development of these processes essentially relies on the existence of all other properties of organizational dynamics. From the human developmental viewpoint, problem-solving adequacy requires learning techniques for sensing present and future issues of concern and developing people's capabilities to view a problem objectively and invent solutions creatively.

The two studies utilizing this theory yielded many conclusions. Both studies agreed on two points.[6] One, it is possible to describe and distinguish between higher educational institutions and their subgroup organizations by assessing the organizational dynamics of those organizations. Second, administrators have difficulty isolating their subgroup organizational relationships, those within the administrative council, from those within the total institutional context. Dr. Hartsock further concluded that faculty senates in public institutions, as perceived by their members, lack sufficient

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6. Hartsock, op.cit p. 196; Burns, op.cit p. 212.

power, are unrepresentative and are primarily involved with faculty concerns such as tenure, promotions and academic policy.[7] Also the more dynamic of the public institutions studied showed less serious and marked student quests for power and less prevalent activism. In the more dynamic public college, participant responses regarding various properties were more interrelated, while in the less dynamic college the opposite was true.

Dr. Burns concluded that subgroup organizational members in private colleges, who are active participants in the ongoing activities of their subgroup organization and institution gave more knowledgeable responses to questions about organizational dynamics and were more favorable toward the institution and their subgroup organization in those responses.[8] Second, in private institutions, scapegoating appeared to be occurring in responses of subgroup organizational members regarding institutional power utilization, but such scapegoating did not seem to be evident within the subgroup organizations. Third, change was seen as desirable in the more dynamic private institution because people were involved, informed and committed to the ideas for change, while in the less dynamic private college organizational change was seen as a threat and was fraught with accusations of "yielding to students" and "bowing to trustees."

The one point about which these studies openly disagreed was the actual effect of the relationship between the organizational dynamics subgroup organizations and institutions. Public institutions studied led to the

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7. Hartsock, op.cit. pp. 196-199.

8. Burns, op.cit. pp. 212-214.

conclusion that the more dynamic the institution, the less influence exists between the perceptions of participants about their subgroup organizations and their institutions. Conversely in the public colleges, the less dynamic the college, the higher the degree of influence between participants perceptions of their subgroup organizations and their institutions. The private institutions studied led to the conclusion that there is an identifiable influence of institutions on subgroup organizations and vice versa.

It is evident that from these conclusions this organizational theory incorporates both organizational and human developmental aspects. The conceptual framework relies on the fact that organizations are people working together in the best interest of the individuals and the group. The properties are overlapping by definition and practice, and they are clearly inseparable in the contect of a dynamic organization.

As a social psychological experience, organizational membership affects individuals in accordance with basic principles of human developmental theory. For instance, in examining Maslow's heirarchy of human needs,[9] one can gain an understanding of why some organizations elicit creative involved responses from members and others do not. As Maslow describes human needs, physiological needs must first be satisfied and when they are, a new set of needs will emerge. Safety needs must next be met, then love needs, needs for esteem and finally, self-actualization needs which are defined as "a desire to become...everything one is capable of becoming."[10] Looking at this theory in terms of organizational members' involvement, we can predict

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9. Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 80-89.

10. Ibid.

that: the man who is fearful that his job may be abolished is confronted with the primary need of planning for food and shelter and therefore, is not likely to be able to consider the needs of others or the organization to which he belongs. On the other hand, a person whose physiological needs, safety needs and love needs are adequately being met may well devote himself to organizational pursuits to achieve the esteem he is seeking.

Another example of the relationship between human developmental principles and organizational members' behavior can be seen in the works of Schachtel[11] and Eson[12] regarding disequalibrium. Eson's statement about disequilibrium and homeostatis, says that the maintenance of homeostatis (a complex psychological equilibrium) "is not a crucial determinant of behavior. In fact, the human organism seeks states of disequilibrium in order to have the satisfaction of producing his own new point of equilibrium at a higher level of behavioral integration."[13] In a practice sense, this means that an organization which assumes that members can perform the same functions, fulfill the same responsibilities, and maintain the same positions over a long period of time without new challenges can expect member dissatisfaction with the static equilibrium. Static equilibrium will produce neither satisfied organizational members nor a contemporary organization. Change in role expectations, organizational procedures and patterns of human interaction are consistent with human development theory.

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11. Ernest G. Schachtel, Metamorphosis (New York: Basic Boosk, 1959), p. 77.

12. Morris E. Eson, Psychological Foundation of Education (New York: Holt, Rinehart and Winston, Inc., 1964), p. 30.

13. Ibid.

This human development theory is also likely to lead to more productive organizations and more satisfied members.

Drawing from social psychology we can also learn about human development of interacting individuals. Sherif and Sherif have noted that "the group constitutes stimulus situations for individual members,"[14] and "experience and behavior take place within a frame of reference of interrelated influences coming from within the individual and from stimulating conditions outside the individual."[15] Applying these ideas to the ways in which members of organizations behave, one can expect people to rely on an organization for input of ideas and issues that must be dealt with, or in other words, the stimuli. In turn, an organization can rely on a member to utilize previous experience, knowledge of the existing situation and his individual skills to contribute to the resolution of issues.

By looking at just these few principles of human development, it becomes clear that the way organizational members react to organizational needs and demands can be predicted from what is known about individual needs and coping mechanisms. Facilitative behavior which assumes an active awareness of human developmental principles includes: 1) attention to individual needs for security, safety, love and esteem, for only when such needs are met will an individual be capable of responding to organizational needs in creative self-actualizing ways; 2) awareness that routine unchanging responsibilities which warrent nearly mechanical responses and

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14. Muzafer and Carolyn Sherif, Social-Psychology (New York: Harper and Row, 1969), p. 29.

15. Ibid, p. 37.

rigidity in policy making, deny the basic human need for the disequilibrium necessary for achieving higher levels of behavioral intergration; and 3) consciousness of an organization's responsibilities for being a source of stimulation to members and a receptive body to which an individual member can feel comfortable in contributing his resources.

What are the implications for the reader? First, it must be stated that these researchers do not presume to have all the answers. The research discussed here has scratched the surface, however, and accomplished some of the theoretical consolidations which are often so time consuming and difficult to achieve. Presented here are some of the ways in which various organizations are working toward developing viable effective organizations. These techniques are offered as only a few which have been found useful. Hopefully, these approaches will serve as a catalyst for further thought and action.

Human and individual development must be the context for both short and longer term organizational development. Organizational development implies a committment to change and movement beyond the status quo. Basically, there are three mutually dependent and interrelated approaches to organizational change which will be discussed.

The process of self-study whether it takes the form of survey questionnaires, preparation for accreditation teams, interviews by a specially appointed commission or some combination of these and other techniques, can be valuable to an organization as it defines its goals, problems and procedures. The self-study format is profitable in terms of human and organizational development if it:

1. involves broad representation of formal and informal groups at <u>all</u> levels of the organization,

2. identifies clearly the issues of concern and pursues them with directly related procedures of investigation,
3. insures maximum anonymity for respondents and encourages honest and candid replies,
4. has some assurance of acceptance of findings and/or creditability prior to beginning of the process,
5. identifies clearly and articulately individual concerns within the context of the organization,
6. operates within a specific time period.

Another approach to change or organizational development within the context of organizations is the consultant model. This model is quite similar to the familiar medical and counseling models. In other words, the consulting model assumes that there are experts and specialists who can be summoned for the purpose of diagnosing, prescribing and sometimes even solving organizational development problems. If an organization chooses to pursue this model, care must be taken to:

1. clearly define the consultant's role, expected products such as reports, radius of activity and duration of the consulting process,
2. be certain that the consultant possesses adequate experience, ability and credentials to perform the desired tasks,
3. be committed to action in regard to the consultant's findings and recommendations, or the time and money for hiring a consultant will be wasted,
4. be willing to make all written records and materials as well as human resources entirely available to the consultant,
5. provide adequate background and historical information about the organization for the consultant.

Still another approach to organizational change and development is the assignment of responsibility for this function to a specific person or persons within an organization. In much the same way that faculty members have academic and disciplinary specialities, deans of students have specialists who work with residence halls, and colleges have development officers who raise funds externally -- organizations can and should have specialists whose sole function is the development and change of the organization. The organization which is contemplating such functional specialists should be certain that:

1. the individual(s) who occupy this position are (a) motivated, skilled, trained to work with individuals and groups; (b) understand organizational and human development concepts and can apply them,
2. autonomy is provided to this position or team,
3. adequate financial support is made available,
4. endorsement and cooperation by the organization's formal and informal leaders is secured.

No one of these three approaches is more outstanding than the others. In fact, ideally the organization that is desirous of and committed to development and change via the human development approach would be wise to consider using all three approaches in a coordinated and complimentary way. For example, an internal self-study activity could result in the decision to employ an external consultant for the purpose of verifying findings and lending an outsider's perspective. And then, the result of self-study and consultation could effect the designation of an organizational development team or individual. Such acts could provide for the continuous development of the organization and its members.

An attempt has been made to familiarize the reader in general with some of the background and approaches to organizational and human development. Some of the conceptual and theoretical bases upon which the authors conducted research projects was presented along with a portion of their findings and conclusions. It is hoped that the implementional approaches to organizational and human development presented will be helpful to the reader. Realizing, however, that these approaches, although ideal, are somewhat involved, expensive and long-range, a brief listing of immediate measures which can be implemented rather simply is provided below. Hopefully, these measures will direct the reader and his organization to more effective functioning on both the human and organizational levels.

1. Hypothetically, abolish the existing organization and then ask the members (staff) to CREATE A NEW ORGANIZATION based on needs of clients, staff interests and abilities and the environment in which the organization exists.

2. SHARE POWER AND AUTHORITY both outside the organization as well as within it (i.e. involvement of organizational members in external representation of their organization is one way to share power externally).

3. Collaboratively DEFINE MUTUAL EXPECTATIONS both as an organization and as individuals. In other words, set targets which, although divergent, will be strived toward for the benefit of the organization during a given period of time. There must be a clear understanding of which targets are short-term and realistically achievable and which targets are long-term and more idealistic in nature.

4. CREATE TASKFORCES within the organization for the purpose of organizational problem solving. Such taskforces should involve a cross-section of the membership and must have a clear understanding of their function and the parameters of their authority. Problem-solving activities of such taskforces must include sensing, identification and definition of problems; generating of alternative solutions to the identified problems; providing models and priority suggestions for decision making regarding the problems; and once decisions are made, the taskforces should provide techniques and a framework for evaluating solutions to the problems.

5. ALL organizational INFORMATION SHOULD BE MADE ACCESSIBLE to organization members, and they should be encouraged to use it as they perform their organizational roles, both formal and informal. This includes budgets, job descriptions, long-range plans and evaluation reports, as well as other similar data. (The only limitation to this expectation is that information of a highly personal or detrimental nature regarding a specific person should be held confidential).

6. UNDERSTAND AND DELINEATE THE CONCEPTS OF AUTONOMY AND COLLABORATION in the areas of organizational and individual decision making. (i.e. all organizational members must know how and when to exercise autonomous decision-making skills in behalf of the organization and also when it is appropriate to defer an individual decision and consult with other members of the organization).

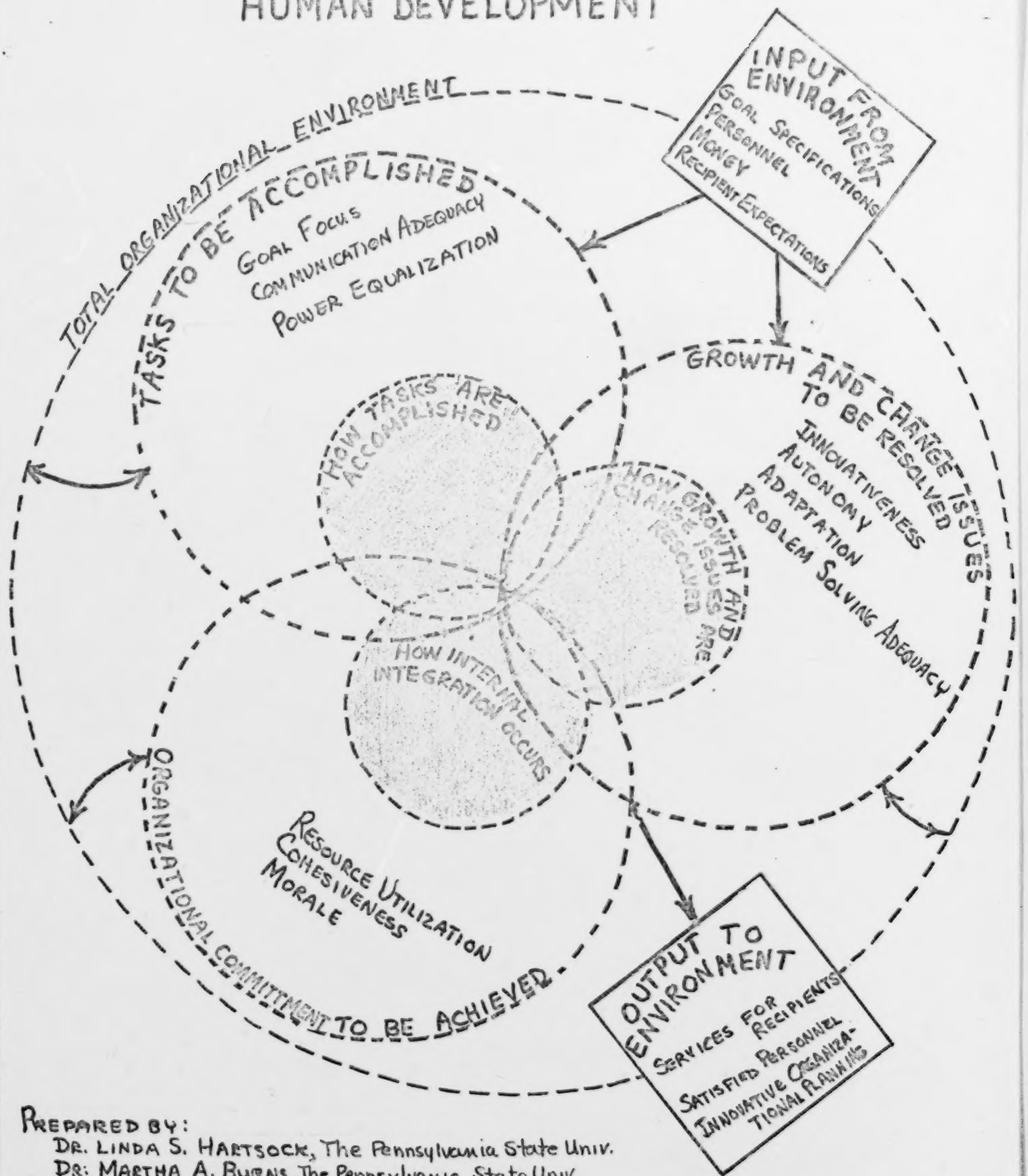
7. Concretely REINFORCE INDIVIDUALS' SUCCESSFUL FEATS which go beyond their day-to-day activities and are to the advantage of the organization. Such rewards might include a figurative pat on the back in front of the entire staff, additional time off or merit pay, increased status via a special title or new assignment or a letter of recognition.

8. Through some of the activities listed in #7 as well as suggestion boxes, brain storming sessions and the like, establish an organizational norm that CREATIVITY AND INNOVATIVENESS ARE EXPECTED and rewarded qualities.

9. EMPLOY A GRAPHIC SPECIALIST or capitalize on the artistic abilities of an existing organizational member. The function of such a person is to constantly hold before the organization and its members a graphic portrayal of the organization's changing function, interaction and goals.

10. Provide UNDERSTANDING OF THE BASIS FOR JOB SECURITY within the organization since job productivity is directly proportional to job security. In simpler terms, what is specifically expected of the individual in terms of his or her job and the organization, who will decide if expectations are met, on what criteria will these decisions be made, and when? Most traditional contracts and job descriptions do not deal clearly with these questions. Therefore, new types of procedures such as self-evaluation, mutual feedback sessions, target setting and assessing, etc., must be employed.

ORGANIZATIONAL DEVELOPMENT THROUGH HUMAN DEVELOPMENT



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